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ABSTRACT

Intended for use in secondary schools by the teachers and librarians responsible for the preparation of college-bound students, these guidelines of a program of the Ohio State University (OSU) libraries were designed to help secondary school students achieve a basic level of library literacy prior to entering college, instruct them about the purpose and general organization of academic libraries, and familiarize them with the basic structure of research strategies. The guidelines describe the philosophy of the OSU libraries and outline policies about the collection and services, borrowing materials, library etiquette, and orientation and instructional services. Minimum competencies for incoming freshmen are discussed, i.e., knowing how to use the standard reference materials and the library catalog. Appended materials include library assignments and additional information for students: (1) strategies and step-by-step instructions for selecting and pursuing a research topic; (2) a library assignment, in which students practice analyzing an editorial about a current news topic; (3) a library research skills self-assessment; (4) a 37-item glossary of library terms; (5) a list of 27 related readings; and (6) a directory of the Ohio State University Libraries. (SD)

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ED327194

The Ohio State University

LIBRARIES

User Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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School/College Cooperation: Policies and Program

Prepared by the

Committee for Library User Education and Communication

Subcommittee on School/College Cooperation

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March 1990

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SCHOOL/COLLEGE COOPERATION:

Policies and Programs

I. Philosophy and Policies

A. Philosophy

The Ohio State University Libraries recognizes the importance of preparing college-bound secondary school students to make good use of academic library resources and services. Secondary school students should achieve a basic level of library literacy prior to entering college in order to take full advantage of information resources for course-work or independent study. They should understand the purpose and general organization of academic libraries, and that there is a logical approach to using them.

Instilling familiarity with the basic structure of a comprehensive search strategy represents the most valuable library instruction for secondary school students, especially those who are college-bound. The search strategy concept is useful in all areas of study and in all types of libraries, for life-long learning as well as for academic pursuits.

Recognizing that library literacy is essential for college-bound students, the University Libraries has developed guidelines for use in Ohio secondary schools by teachers and librarians responsible for the preparation of college-bound students, and guidelines for actual sharing of the Libraries' resources with local secondary schools.

B. Policies

The facilities and resources of the University Libraries are available to support the University's teaching and research missions. Collections and services are developed and maintained to meet the needs of the Libraries' primary clientele: the University's faculty, students, and staff. However, most of the collections and services are also made available for use on site by an extended clientele, including the general public and visiting scholars, as outlined in the following statements of policy:

1. **Collections and services**: Most of the Libraries' collections and services may be used on site by individuals in need of them. Materials which circulate are loaned for use off site to those who have borrowing privileges.

   Some services must be restricted in use. For example, interlibrary loan service (through which materials not available at the University Libraries are borrowed from other libraries) may be used by Ohio State faculty and graduate students and undergraduates for whom a faculty advisor certifies need. Dial access to the online catalog, LCS, is available to registered borrowers upon application to the Libraries' Automation Office. Applications from educational institutions for LCS dial access also will be considered. Use of rare and special collections may be restricted because of the fragility of materials.

2. **Borrowing materials**: All University faculty, staff, and students in good standing are entitled to borrow circulating library materials. Most members of the University community are automatically registered as borrowers with the Libraries, through notification from the University's Office of Personnel Services and the

Registrar's Office. Registered borrowers are requested to present *validated* ID cards (University ID, OSU Libraries' courtesy card, or State Library ID) at the time materials are checked out.

Individuals who are not affiliated with the University and who are not otherwise registered borrowers may inquire about eligibility and application procedures at the Thompson (Main) Library Circulation Department, 1858 Neil Avenue Mall, Columbus, Ohio, 43210 (614-292-6154). Members of Ohio State's Alumni Association, visiting faculty from other post-secondary institutions, and elementary and secondary school teachers in Franklin County are granted borrowing privileges upon request at the Circulation Department.

All borrowers are responsible for library materials until they are returned to the specific library from which they were borrowed. Renewal is permitted unless the material has been requested by another borrower or needed for course reserve. Long-overdue or lost materials will result in fines and/or replacement charges, and may result in suspension of borrowing privileges.

3. **Library Etiquette**

a. *Quiet*: Quiet is observed in most library areas intended for users. Some libraries make available open areas or small rooms for group study. Users in need of such facilities should inquire at the service desk.

b. *Food and drink*: In order to protect the facilities and preserve the collections, consumption of food and drink is <u>not</u> permitted in the Libraries. It is library policy that individuals observed with food or drink will be asked to dispose of it or leave

the building.

c. *Smoking*: In compliance with fire codes, smoking is not permitted in the University Libraries.

4. **Orientation and Instructional Services**

a. *To the University community*: Ongoing orientation and instructional programs are provided to members of the Ohio State community, including faculty, students, and staff. These activities include the freshman Library Instruction Program (offered by the Libraries within the framework of the University College survey course, UVC 100), course-integrated instruction, and workshops (e.g., covering research strategies for graduate students, online catalog use, term paper assistance, and database searching).

b. *To secondary schools*: Special programs, described below, have been developed for local area schools. The materials and activities may be used by school librarians and/or teachers in their own library instruction programs, or in cooperative efforts with University librarians.

c. *Visits*: Due to limited staff and the need to maintain an atmosphere conducive to study and research, the University Libraries generally can not accommodate unplanned tours for large groups. However, escorted visits to different areas may be included as part of an instructional activity planned in cooperation with the Libraries.

Individuals and small groups *may* take advantage of self-guided tours of the

Thompson (Main) Library, and should request the self-guided tour brochure at the Information/LCS Assistance Desk, located in the entry lobby. Most other campus libraries provide printed guides to their specific facilities and collections. Teachers or others planning small group self-guided tours should contact the specific library at least FIVE days in advance of the intended visit, and verify that the visit would not cause any special difficulty, e.g., conflict with other planned activity in the location.

II. Minimum Competencies for Entering Freshmen

Students should understand that there is a logical approach to library research. An example, as taught through the University Libraries' user education program, is the Search Strategy (see Appendix A). This search strategy is the basis of the freshman University College (UVC) Library Assignment (Appendix B).

A minimum level of library research skills should be attained by students prior to entering post-secondary institutions. These library skills are not only of great value for academic success, but also for lifelong learning. Such skills will facilitate a smoother transition to the college environment, with its increased emphasis on the critical thinking and writing of research papers.

Entering freshmen normally experience some level of anxiety, in varying degrees, because of the unfamiliarity with a new environment and the perceived higher expectations of college faculty. Library anxiety may be alleviated somewhat if high school students are taught basic research skills, have positive attitudes toward library research, and ask for assistance when needed. The University Libraries recommends the acquisition of the following skills as a basic level of library literacy for incoming freshmen.

1. If students know how to locate information in a library, they can save valuable time. Knowing the difference between a bibliography and an index or an index and an abstract will help students get the most out of library sources. Familiarity with different formats—print,

microfilm, microfiche, online and CD-ROM—in which information is now available is also helpful. Awareness of general and subject specific sources should be conveyed to the student, as well as means of access to those sources, even if these sources are not available in their school library.

- Dictionaries and encyclopedias, including general and subject specific types, such as *Encyclopaedia Britannica* and the *McGraw-Hill Encyclopedia of Science and Technology*.
- Atlases, such as the *Rand McNally Road Atlas* and *Goode's World Atlas*.
- Biographical sources, including basic biographical tools, such as *Who's Who* and *Current Biography*, and more specific tools, such as as *Who's Who in. . .*(specific field or location).
- Bibliographies, with examples of large general bibliographies, such as the *NUC* (*National Union Catalog*), and smaller, subject specific bibliographies.
- Directories, with basic examples, such as telephone directories, and more subject specific examples, such as the *Directory of American Scholars*.
- Almanacs, which might include *World Almanac, Farmer's Almanac*, or *Information Please Almanac*.
- Handbooks, with examples of style manuals, such as Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations* or the *MLA Manual of Style*, and yearbooks, such as the *Municipal Yearbook*.
- Statistical Sources, with examples, such as census material, and *Statistical Abstract of the U.S.*
- Indexes and abstracts, such as the *Readers' Guide* or *Social Sciences Index* , available in many high school libraries, and specialized indexes and abstracts, such as *Psychological Abstracts*, the *ERIC* indexes, and the *New York Times Index* .

2. The ability to distinguish among bibliographic citations for books and journal/magazine and

newspaper articles is important, as is the knowledge of the advantages of each (i.e., depth and currency) to research. Recognizing the different parts of a citation should enable the student to take the first steps in locating the material desired.

3. When requested to locate journal/magazine articles on a topic, students should be aware that periodical indexes and abstracts best facilitate this task. They should therefore have a good knowledge as to how they are used and some familiarity with a few of the basic indexes in print, online, and CD-ROM format. Some familiarity with newspaper indexes is also advantageous. Students should be aware that many indexes use a controlled vocabulary and that a companion thesaurus may be available.

4. In order to locate books, it is important for students to have a good understanding of library catalogs (whether in card, COM, or computerized format) and subject headings. Entering freshmen should also have some awareness of the existence of three major classification systems (i.e., Library of Congress, Dewey Decimal System, and Superintendent of Documents) used in libraries. Students should know how to read a call number, interpret it, and find material on a shelf by using it.

5. High school students, by graduation, should have an understanding of what libraries are, as well as what librarians' and library staff's roles are in the library. Entering freshmen who demonstrate patience, persistence, and a positive attitude in doing any library work will meet with greater success in utilizing library resources.

In addition, students should have some knowledge of the different functions of library departments (i.e. circulation, reference, and technical services). It is also helpful if they have some awareness of librarianship as a profession (i.e., specialized roles of different staff working in libraries, graduate degrees in subject areas). Students should also be encouraged to inquire at the reference desk in a library for assistance when needed. Entering post secondary

education with these skills, students will be better equipped to handle the transition to college and higher research expectations of undergraduate studies.

III. Orientation and Instruction Programs

The Libraries' User Education Office may be contacted to take advantage of the resources and programs listed below.

The following instructional activities depend on the availability of the University Library staff. At certain times of the year, academic activities may make it impossible to schedule special library use classes.

A. Information packets: Packets of information about the University Libraries are also available. The flyers and brochures in these packets cover a wide range of library resources, services, and policies, and serve as a general introduction for newcomers.

B. Slide/tape show: (In preparation - for information, call User Education, 292-6151) A multi-media program about the University Libraries will be available for loan to area high schools. School librarians and teachers may wish to show this program in lieu of a visit to the Libraries, or may use it as preparation for students prior to a scheduled visit.

C. Special classes for high school librarians and/or teachers: Depending on the availability of Libraries' staff, school librarians may arrange to come to the University Libraries for bibliographic instruction sessions. These sessions can be tailored to school librarians' or teachers' needs and goals, and may cover general use of the Libraries, the use of special research tools, or the pursuit of sources in a particular field of study. Following one of these

sessions, high school librarians or teachers may then instruct their own students about the University Libraries.

D. Special classes for high school students: Depending on the availability of University Libraries staff, groups of high school students may come to the Libraries for classes in library use. The high school librarian or teacher should contact University Libraries to discuss the session's scope and content, the student's library assignment, and the ways in which the school librarian or teacher can assist with the instruction.

SEARCH STRATEGY

Appendix A

The Ohio State University
LIBRARIES

SEARCH STRATEGY:

An Efficient Research Process

CHOOSE A TOPIC, BE SPECIFIC.

I. Consult a **GENERAL ENCYCLOPEDIA** for a summary article. Use the index volume to locate all related articles.

II. Use a **SPECIAL ENCYCLOPEDIA** for more specific information in that discipline. Use the index volume.

III. Consult **PERIODICAL and NEWSPAPER INDEXES** to find articles on your topic. **Newspapers** are the most current type of periodical. The *New York Times Index* is especially useful. By using dates found in the *NYT Index*, you can locate articles in local papers since most newsworthy items are covered in the same day's paper. **Magazine** articles can indicate the public reaction/attitude to an issue at the time of the event. **Journal** articles are written by scholars and researchers. Search LCS for the locations of the periodicals you need (tls/ *complete journal title*--/ser).

Many of the print indexes are available in other formats. If materials on your topic are not easily found, you should consider using one of the **CD-ROM** (Compact Disk-Read Only Memory) database available or an **ONLINE COMPUTER SEARCH**. Consult a reference librarian for more information on these options.

IV. You can perform a subject search on LCS to locate books on the subject. Subject headings are based upon the *Library of Congress Subject Headings* (on the tables near the terminals). Consult this for the correct headings and related headings.

To locate by subject materials which OSU Libraries probably acquired before 1972, use the SUBJECT CARD CATALOG. You may search LCS by author and title—but not by subject—for these older materials.

V. To supplement the sources you have already found, you might want to look for a **BIBLIOGRAPHY** on your subject or a guide to the literature if one exists on the topic. Bibliographies may be published as separate volumes or contained in encyclopedia articles. You can search LCS to determine which of these materials are available at OSU (sub/your topic of interest--**bibliographies**).

VI. **BIOGRAPHICAL SOURCES** will provide information on an individual's education, accomplishments and professional activities.

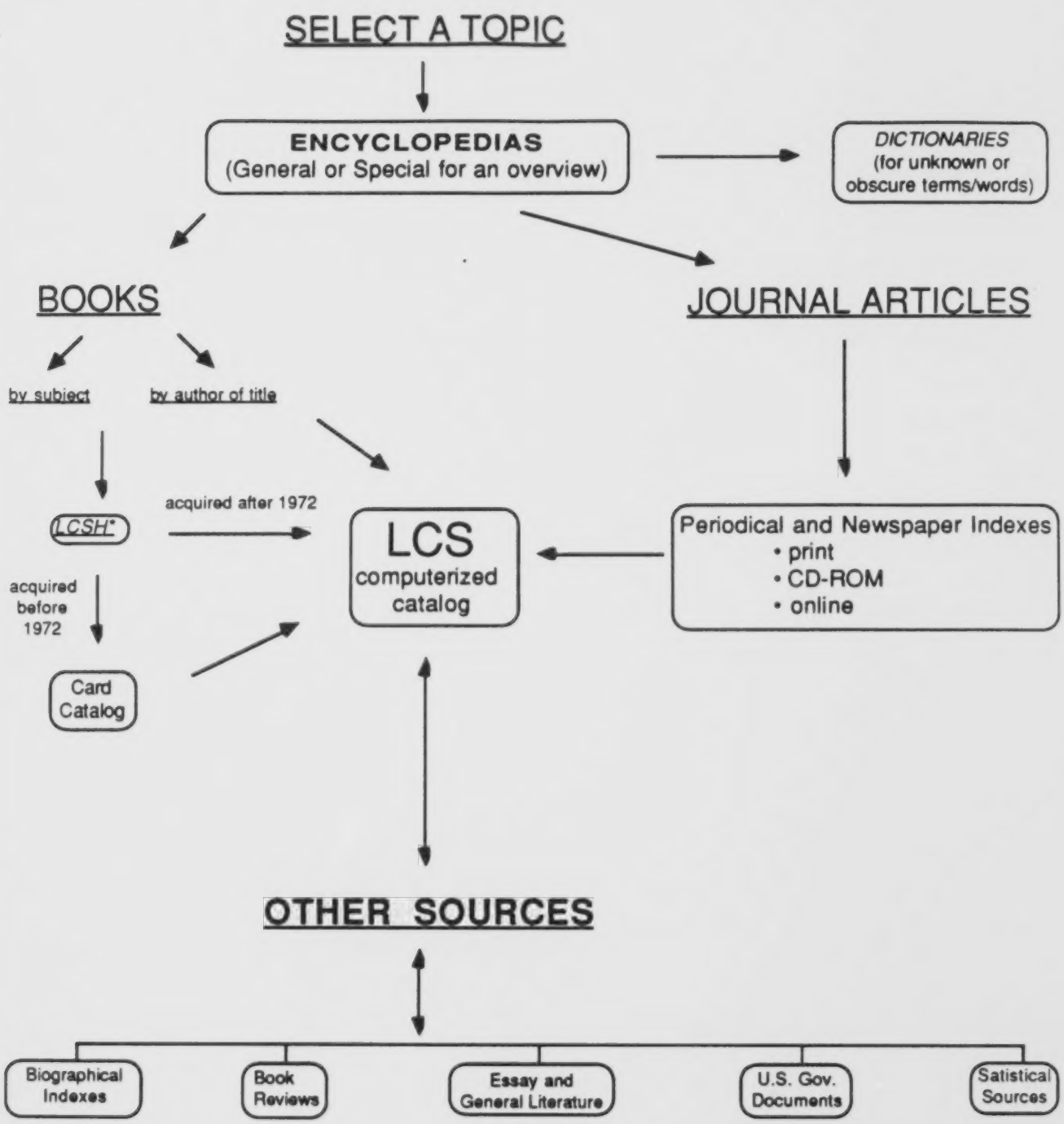
VII. **BOOK REVIEWS** are helpful in evaluating books to select the most relevant and important titles for your needs.

VIII. **STATISTICS** can strengthen your argument.

OTHER SOURCES you may want to use:

- government documents: city, state and federal agencies publish reports
- vertical file: pamphlets, newsletters, etc.
- abstracts (similar to indexes but provide a brief summary)
- maps and atlases
- subject dictionaries

For additional research assistance, ask a reference librarian.



LCS provides only information about location and availability of books and journals; it does not list journal articles.

Library of Congress Headings

UVC LIBRARY ASSIGNMENT

Appendix B

The Ohio State University
LIBRARIES

Undergraduate Library
205 Sullivant Hall 1813 N. High Street 614-292-2075

Name: _____
Class: _____
Instructor: _____

UVC LIBRARY ASSIGNMENT

Assignment Nuts and Bolts:

The purpose of this assignment is to help you understand the research process that you will use when gathering information for papers and projects. A logical approach to finding and using information involves devising a plan, or search strategy, and then selecting, as you proceed, information relevant to your task.

This assignment involves the following steps:

A. **Read and analyze an editorial** on a news topic.

B. **Formulate a search strategy** for finding information on this topic, by identifying:

1. An encyclopedia or reference handbook which might provide general background information on your topic. **Consult your UVC Guidebook which contains the encyclopedia list.**
2. A periodical index which will help you find articles in magazines or journals which relate specifically to your topic.
3. Books which might provide specific, detailed information, using LCS, the Libraries' computerized catalog.

C. **Evaluate sources** in terms of whether they support or refute the position taken in the editorial. There are frequently several suitable sources and thus no one "right" answer.

ASSIGNMENT IN A NUTSHELL

1. Read and analyze editorial (pick up at Undergraduate Library).
2. Choose and use reference sources:
   a. Specialized encyclopedia.
   b. Periodical Index - find article.
3. Identify subject terms for LCS.
4. Search LCS:
   a. By subject - find a book.
   b. By title- find magazine article.
5. Read and analyze article.

Read the directions for completing each section carefully. Write answers to questions 1-5 on this form.

NOTE: Each person's search strategy will be unique. As a result, each person's completed assignment should also be unique. **Be sure to work on the assignment by yourself.**

•••••••••••• **Assignment questions begin on the next page.** ••••••••••••

EDITORIAL:

Copies of editorials on a number of topics are available in a display rack in the Undergraduate Library. Bring this assignment to the library and select an editorial that interests you. **Only editorials from the Undergraduate Library display may be used.**

TOPIC ANALYSIS: DEFINING YOUR RESEARCH QUESTION

The important first step in any research project is defining the information need. Examine the scope of your topic and decide what questions must be answered. Begin this assignment by reading and analyzing the editorial you chose. Answer the first two questions in one or two sentences.

QUESTION 1: What is the topic of this editorial?

QUESTION 2: What position does the editorial writer take on this issue? Is s/he against or for some particular action?

CHOOSING RELEVANT INFORMATION SOURCES:

This section of the assignment covers different types of information sources you may use when searching for information on a topic. In each part of the assignment, you will:

ASK QUESTIONS — What do I need to know?

MAKE CHOICES — Is the material found relevant to my topic?

A. BACKGROUND INFORMATION: REFERENCE HANDBOOKS AND ENCYCLOPEDIAS

A general overview of a topic or issue can help you to understand it more fully before searching for more specific information. An overview can also help to narrow or focus on a broad topic. Although you are not required to look at an encyclopedia for this assignment, we want you to practice choosing appropriate specialized or subject-oriented encyclopedia sources.

Look at the list of specialized encyclopedias in your *UVC Guidebook* on pp. 35-36. (Extra copies are at the Circulation Desk.) Read the information presented there and choose one source to answer the question below. Even though several sources may be useful, indicate only one below.

QUESTION 3: Write the title of a specialized encyclopedia from the list which might provide background information on your topic.

B. FINDING INFORMATION IN PERIODICALS

To locate information on a topic, especially one that is current, you will use subject indexes to magazines and journals. You must use appropriate search terms or subject headings to find information in a periodical index.

Choose from the list of indexes below one index likely to provide information on your topic. Using one of the volumes indicated in the list, search for your topic.

ALL ARE LOCATED IN THE UVC MATERIALS AREA, NEXT TO THE EDITORIAL DISPLAY RACK.
ANSWER ALL QUESTIONS BELOW, USING ONLY THE VOLUMES LISTED BELOW.

QUESTION 4: Circle the letter next to the title of the index you chose.

a. *Social Science Index* (covers psychology, sociology, politics); vols. 11, 12, 13.

b. *General Science Index* (covers biological and physical sciences); vols. 7, 8, 9.

c. *Education Index* (covers educational topics); vols. 36, 37.

d. *Readers' Guide to Periodical Literature* (covers news, opinion, popular magazines; many are located in the Undergraduate Library); vols. 44, 45, 46.

e. *Business Periodicals Index* (covers business-related topics); vols. 27, 28, 29.

Question 5: Which volume of the index did you choose? _____

Question 6: Under what subject heading (search term) did you find relevant material listed?

_____

Scan the titles of articles on your topic. Judging by the titles of these articles, choose a brief article which looks as if it will either support or refute the position of the editorial. Answer all parts of the question below:

Question 7: a. Title of article: _____

b. Author (if given): _____

c. Complete title of magazine or journal in which article appears (Remember to check the list of journal title abbreviations in the front of the volume):

_____

d. Volume: _____ e. Pages: _____ f. Date: _____

C. SEARCHING FOR BOOKS ON A TOPIC

You will use the Libraries computerized catalog, LCS, to find books which provide lengthy, detailed analyses of your topic. In order to search for information on a topic or subject, first identify the subject terminology or language which can be used with the source or system.

In this case, LCS uses language in the *Library of Congress Subject Headings* books. Look in these large red books to find the correct search term for your topic. Copies are shelved in the UVC MATERIALS AREA and NEAR COMPUTER TERMINALS.

QUESTION 8: What word or phrase should you use to find information on your subject?
(HINT: Look for the word or phrase which is the same as your editorial topic. If it is printed in bold type, it is a valid search term.)

SEARCHING LCS TO LOCATE BOOKS AND PERIODICALS

Subject search for books on LCS: This is a three-step process. You will enter a subject, then select a book title, and finally look at the location record for that book.

The directions below will help you complete a SUBJECT SEARCH on your topic.

It is necessary to complete all of the steps below before you can answer the questions. If the terminal makes a clicking noise when you touch the keys, press the RESET key to unlock the keyboard. Ready to search?

1. Type the three-letter command for the subject search, add the slash mark, then type the valid subject term you found above. (question 8). Omit all punctuation and use only lower case, not capital, letters. Your search should look like the example below.

   EXAMPLE: sub/affirmative action programs

2. Press the ENTER key once, lightly, when you have finished typing and then wait for the system to respond. Do not press ENTER twice. This causes the keyboard to lock.

3. Your subject term will display at the top of the list on the screen. Follow the instructions at LOWER RIGHT to call up the LIST OF TITLES on your subject. Type the command, add the slash mark, then the LINE NUMBER to the far left of the term. Press ENTER to start your search.

   EXAMPLE: tbl/1

4. Choose one book from the display of book titles that relates to your topic in a general way. Now follow the instructions at the BOTTOM of the DISPLAY to call up the LOCATION of that particular book. Type the command, the slash mark, then the LINE NUMBER to the far left of the title. Press ENTER.

   EXAMPLE: dsl/3

Answer these questions:

QUESTION 9: What is the call number of the book?

QUESTION 10: What is the title of the book?

QUESTION 11: What is the library location code? (Look at the yellow LCS brochure for a list explaining these codes). List all codes for your book.

And Now for Something Completely Different . . .

Title search for magazines on LCS: This is a two-step process.

1. To find location of the magazine article you looked up earlier in the index (question 7), do a TITLE SEARCH for the magazine in which it is located. Type the 3-letter command for the title search, the slash mark, and then the complete, unabbreviated title of the MAGAZINE (not the article). Add a QUALIFIER to limit your search to serials (magazines). Your search should look like the example below. If it does, press ENTER.

   EXAMPLE: tls/science digest/ser

2. A list of serial (magazine) titles which match some of the letters you typed will display on the screen. Find the title which matches exactly the one you typed. Disregard the date on the right; this only tells the year when the magazine began publishing. If more than one title in the list matches yours exactly, you must examine each match in the manner described below to locate the correct one.

3. Follow the instructions at the BOTTOM of the DISPLAY to call up the LOCATION record for the title you need. Type the command, slash mark, and the LINE NUMBER to the far left of the title. Add a QUALIFIER for the volume in which your article is located. Press ENTER.

   EXAMPLE: dsl/2,v=48

4. If the volume and year of the record displayed on the screen do not exactly match what you are searching for, call back the pages of titles by pressing the white PG1-KEY on the right side of the keyboard. Examine other titles which match yours until you find one where both the volume number and date match your citation from question 7. If you experience problems here, read the NOTE on the last page of the exercise and ask library staff for help.

Answer these questions.

QUESTION 12: What is the call number of the magazine?

QUESTION 13: What are the library location codes for the volume you need? BE SURE TO LOOK AT ALL PAGES OF THE DISPLAY to find all locations for the volume. Press the PD+ key when instructions at bottom of display indicate MORE.

EVALUATING INFORMATION:

In order to read the article you just searched on LCS, you must go to the library location which owns the volume of the magazine. (See NOTE below before proceeding).

Read the article (skim if lengthy) and evaluate its relevance to the editorial topic.

QUESTION 14: Circle the letter next to the appropriate answer below after reading.

a. Article is not relevant to editorial (neither refutes nor supports).
b. Article supports the position of the editorial.
c. Article refutes the position of the editorial.

QUESTION 15: Summarize below, in two or three sentences, the content of this article.

NOTE: Here are some helpful hints for locating magazine issues in the University Libraries.

1st LCS lists only bound (hard cover) volumes of magazines. Recent or unbound issues are at the library which show "current issues" on LCS. When searching for magazines, you can qualify your search by adding "cur" to find current issues when the issue you need is too recent to be bound.

EXAMPLE: dsl/3.cur

2nd If you are not able to locate the LCS record for the magazine or for the exact volume you need, always ask library staff for assistance.

3rd If the University Libraries does not own the magazine or volume you need, or if it is checked out or missing, go back to the periodical index, find a different article published in a different magazine, and search on LCS. Again, please ask for help if you are confused.

RETURN YOUR COMPLETED ASSIGNMENT TO YOUR UVC INSTRUCTOR

rev 3/89

LIBRARY/RESEARCH SKILLS SELF ASSESSMENT

Appendix C

This self assessment instrument will highlight your skill level on several aspects of effective library use. The results will indicate your areas of skill capability, and skills in need of development. Please rate yourself on a scale from 1 (low capability) to 5 (high capability) on the following techniques:

	Low		Med		High
	1	2	3	4	5
Planning a research strategy					
•Narrowing and defining your topic	____	____	____	____	____
•Developing an action plan for finding information	____	____	____	____	____
•Identifying types of tools and resources	____	____	____	____	____
Finding types of information					
•brief overview of topic	____	____	____	____	____
•in-depth information	____	____	____	____	____
•specific facts	____	____	____	____	____
•biographical information	____	____	____	____	____
•additional citations	____	____	____	____	____
Using research tools					
•indexes and abstracts	____	____	____	____	____
•card catalog	____	____	____	____	____
•computerized resources (catalog or indexes)	____	____	____	____	____
Using library resources					
•reference librarians	____	____	____	____	____
•workshops and programs	____	____	____	____	____
•instructional materials in the library	____	____	____	____	____

GLOSSARY OF LIBRARY TERMS

Appendix D

*Items specific to OSU

ABSTRACT
A concise summary of the contents of a book, journal article, conference presentation, dissertation, etc., which if appearing separately, will be accompanied by a bibliographic citation of the item described. Examples of commonly used abstracting indexes are: *Dissertation Abstracts International*, *Psychological Abstracts*, and *Sociological Abstracts*.

ALMANAC
A publication, usually published annually, containing a collection of useful facts and statistical information of a miscellaneous nature.

BIBLIOGRAPHIC CITATION
The information that identifies a book, journal article, etc. A citation can include any or all of the following: author(s) and title(s) of the book or article, publisher, date of publication, volume number, pages on which article appears, number of pages in book, series, availability.

BIBLIOGRAPHY
A list of citations of books and/or other materials (such as articles, dissertations, interviews, news accounts) by one author, or on one subject, or published by one publisher, or consulted in another book, article, etc. It often includes critical or descriptive notes about the materials.

BOOK
see MONOGRAPH.

CALL NUMBER
A unique combination of letters and numbers which is used to identify items in the library and determine their arrangement on the shelves. The most commonly used schemes are arranged by subject so that all materials on a similar topic will be shelved together to enhance browsing.

CATALOG RECORD* catalog see LIBRARY CATALOG.
A record on LCS providing the fullest bibliographic information about an item, but not indicating the location of the item within the library system. Catalog records look similar to library catalog cards.

CHARGING OUT
The act of checking out library materials.

CIRCULATION
(1) The department within the library system that is responsible for charging out and receiving back charged out items, for reshelving materials, and for handling overdue fines and lost book charges.
(2) The process by which materials may be charged out for predetermined lengths of time from the library.

CITATION
See BIBLIOGRAPHIC CITATION.

CLOSED RESERVE
A unit within the library that holds and circulates heavily-used materials for short periods of time. Also where instructors may deposit required reading materials for classes to insure their availability to all students.

CRL
The Center for Research Libraries in Chicago, IL. A depository for rare or little used materials to which OSU has access through Interlibrary Loan. CRL records are indicated on LCS by the symbol "CL."

CROSS REFERENCE
An instruction which leads to other related information under other subject headings or terms.

INDEX
An alphabetical or numerical listing to the contents of a file, document or collection of documents, to aid in the use of the contents of those materials.

INFORMATION/LCS ASSISTANCE DESK *
The staffed information desk in the lobby of the OSU Main library providing patron assistance in using LCS (OSUL's online catalog), and in locating materials and services in the OSU library system.

INFORMATION SERVICES *
The department within OSU's Main Library providing Reference and Automated Reference Services. Current periodicals, microforms, Government Documents and the Reference Collection make up the department's resources. (See also Reference)

INTERLIBRARY LOAN
The service that obtains books, journal articles, dissertations, etc. from other libraries on behalf of OSU patrons, when the items are not available in the OSU Libraries. (Abbreviated ILL.)

JOURNAL
A serial publication which contains scholarly articles and/or disseminates current research information on a particular subject, or by a particular profession or learned society. See also **SERIAL**.

LCS *
Library Control System, the automated library catalog and circulation system of the Ohio State University Libraries and the State Library of Ohio.

LIBRARY CATALOG
The index to books and materials owned by a library, providing a description and location. May also provide availability (e.g., on shelf or checked out), and other library information (e.g., books on order).

LIBRARY OF CONGRESS CLASSIFICATION (LC CLASSIFICATION)
The system, designed by the Library of Congress and adopted by OSU Libraries, in which letter and number combinations are used as call numbers to organize materials by subject areas.

LOCATION RECORD *
An LCS record showing the call number, author and/or title of an item and its location in the library system.

MAGAZINE
To be distinguished from a scholarly journal, a magazine is a publication that comes out at regular intervals and is usually of a general nature. See also **SERIAL**.

MISSING *
The term used on LCS to designate materials that are officially missing, snagged, or withdrawn from the libraries' collections.

MONOGRAPH
Synonymous with "book," monographs are nonserial items that are, or are intended to be, complete in a finite number of parts.

NON-CIRCULATING
Materials designated as such are to be used within the library only and cannot be charged out. They are indicated on LCS as "nocir."

PATRON
A person who uses the library.

PERIODICAL
See SERIAL.

REFERENCE
(1) A synonymous term for citation.
(2) Service provided to patrons to assist them in locating desired information.
(3) A unit of the OSU Main Library Information Services Department.

RESERVE
A special non-circulating status into which some library material are put, because they are heavily used, or are used for special purposes. Reserve status is indicated on LCS by a code beginning with "RES."

SAVE
When desired materials are charged out, a patron may request the items by placing "saves" on them.

SEARCH STRATEGY
A systematic process used to find the most relevant information on a topic. During this process one considers all the possible sources, continually evaluating, selecting, and organizing the information.

SERIAL
A publication issued in successive parts and bearing numerical or chronological designations. Serials include magazines, journals, newspapers, annual reports, proceedings and transactions of societies, numbered monographic series, etc.

SNAGGED *
When unable to locate items on the shelves, patrons are strongly urged to report this to the circulation desk so that the items can be "snagged" on LCS, generating a system-wide search for them.

STATE LIBRARY OF OHIO
LCS also contains records of materials owned by the State Library of Ohio. Circulating materials may be borrowed through OSU at any circulation desk. Patrons may also visit the State Library at 65 South Front Street, Columbus. (State Library records are designated on LCS as "SL.")

SUBJECT HEADINGS
See Library of Congress Subject Headings.

TECHNICAL SERVICES
The division of a library that orders, receives, processes and catalogs materials for the collection.

RELATED READINGS

Appendix E

Advisory Commission on Articulation Between Secondary Education and Ohio Colleges. *Report*. [Columbus]: *Ohio Board of Regents and State Board of Education*, 1981.

Biggs, Mary. "Forward to Basics in Library Instruction." *School Library Journal* 25 (May 1989): 44.

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Breivik, P.S. "Information Literacy: A Colorado History." *Colorado Libraries* 14 (September 1988): 28-9.

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Gavryck, Jacquelyn. "Information Research Skills: Sharing the Burden." *Wilson Library Bulletin* 60 (May 1986): 22-24.

George, M.W. "What Do College Libraries Want Freshmen to Know? My Wish List" *Research Strategies* 6 (Fall 1988): 189.

Hart, Thomas L. *Instruction in School Media Center Use*. 2d ed. Chicago: American Library Association, 1985.

Kemp, Barbara E., Mary M. Nofsinger, and Alice M. Spitzer. "Building a Bridge: Articulation Programs for Bibliographic Instruction." In *Energies in Transition*, 52-54. Proceedings of 4th ACRL Conference, April 1986.

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LeClercq, Angie. "The Academic Library/High School Library Connection: Needs Assessment and Proposed Model." *Journal of Academic Librarianship* 12 (March 1986) 12-18.

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Nordling, JoAnne. "The High School Library and the Classroom: Closing the Gap." In *Progress in Educating the Library User*, ed. by John Lubans, New York: Bowker, 1978, pp. 45-55.

Pearson, Lennart. "The High School Library and the College-Bound Student." *The South Carolina Librarian* 24 (Fall 1980): 11-13.

"Primed for Success." Final Report of the (Ohio) Task Force on Library Instruction: High School to College. *Ohio Library Association Bulletin* (October 1986): 26-33. [Reprinted in *Ohio Media Spectrum* 41 (Spring 1989): 36-42.]

Rader, Hannelore B. "Preparing Students for Academic Library Use." *Wisconsin Ideas in Media* 6 (September 1984): 6-8, 30.

Spinella, G. M. and J.A. Hicks. "Cooperative Bibliographic Instruction: A Program Between Wilmot Junior High School and Deerfield Public Library." *Illinois Libraries* 70 (December 1988): 656-9.

Teaching Library Use Competence: Bridging the Gap from High School to College, ed. by Carolyn A. Kirkendall. Ann Arbor, MI: Pierian Press, 1982.

UNIVERSITY LIBRARIES' DIRECTORY

Appendix F

Administrative Offices	292-6151
Automation Office	
Director of Libraries	
User Education Office	
Department and Undergraduate Libraries	
Assistant Director	292-6151
Agriculture	292-6125
Archives	292-2409
Astronomy	292-7894
ATI (Agricultural Technical Institute)	(216) 264-3911 Ext. 224
Biological Sciences	292-1744
Business	292-2136
Cartoon, Graphic, and Photographic Arts Research	292-0538
Chemistry	292-1118
Education/Psychology	292-6275
Engineering/Architecture	292-2852
Fine Arts	292-6184
Geology	292-2428
Health Sciences (under separate administration)	292-9810
Human Ecology	292-4220
Journalism	292-8447
Law (under separate administration)	292-6691
Materials Engineering	292-9614
Mathematics	292-2009
Music/Dance	292-2319
OARDC (Ohio Agricultural Research & Development Ctr.)	(216) 263-3773
OSU-Lima Library	(419) 221-1641
OSU-Mansfield Library	(419) 755-4321
OSU-Marion Library	(614) 389-2361
OSU-Newark	(614) 366-9307
Pharmacy	292-8026
Physics	292-7894
Social Work	292-6627
Theatre Research Institute	292-6614
Undergraduate	292-2075
Veterinary Medicine	292-6107
Main Library	
Assistant Director	292-6151
Circulation Department (Borrower ID cards)	292-6154
Information Services (Reference)	292-6175
Language and Area Studies	
Chinese	292-3502
Classics, German, Linguistics	292-2594
East European/Slavic	292-8959
Japanese	292-3502
Jewish	292-3362
Latin American	292-8959
Middle East	292-3362

Second Floor Information Services	
Black Studies	292-2392
English, Theater, Communications	292-2786
General Humanities	292-3035
History, Political Science, Philosophy	292-2393
Women's Studies	292-3035
Telephone Center (search, check-out, renew books)	292-3900

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